

As Easter Day falls on March 31st, the work on Programme 113 has been arranged for a term of nine weeks only. If the term extends over Easter, a week's extra pages may be taken.

Programme 113.†

L<sub>3</sub>

(January to March, 1929.  
(April to July, 1929, overseas.)

## Parents' National Educational Union.

### The Parents' Union School.

(Address : THE DIRECTOR, PARENTS' UNION SCHOOL, AMBLESIDE.)

Motto : "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and  
good literature."—(DEAN COLET.)

#### FORM III.

PUPILS' NAMES.....  
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##### Bible Lessons.

The Bible text must be read and narrated.

*Old Testament History*,\* by J. M. Hardwick and the Rev.  
H. Costley-White, D.D. (Murray, 3/6), Vol. II., pp.  
3-79. (Selections from *Exodus*, chapters xvi.-xxxiii.,  
*Numbers* x.-xxi.).

*The Acts*, chapters 18-22 inclusive. Read from *The Acts  
of the Apostles*, by E. M. Knox (Macmillan, 4/6), pp.  
279-343.

*The Saviour of the World*,\* Vol. VI. (P.N.E.U. Office,  
3/-), pp. 59-124, with Bible passages from index.  
Optional : (a) S.P.C.K. *Bible Atlas* (1/-). (b) *Historical  
Geography of the Holy Land*, by S. R. Macphail  
(Clark, 1/-), pp. 72-94. (c) *Helps to the Study of  
the Bible* (Oxford Press, 3/6). Peloubet's *Bible Dic-  
tionary* (R.T.S., 10/6).

For Sunday Reading (optional) :

(a) *Heroes and Writers of the Book of Common Prayer*,  
by G. M. Forde (S.P.C.K., 3/6). (b) *How to read the  
Bible*, by Dr. J. Paterson Smyth (Sampson Low, 2/-),

† The 113th term of work set since the Parents' Union School began.

Part II., chapter iv., and Part III., chapters i.-iii., inclusive. (c) *George Washington*, by Ada Russell (Harrap, 2/-). (d) *The Life of Sam Pollard of China*, by W. Pollard (Seeley Service, 6/-).

#### Sunday Occupations:

A Book of Centuries.

Choose and inscribe texts and mottoes, using "Bridges" writing, cards 6 or 9.

For private daily Bible reading, children may use *Daily Readings from the Old Testament*, by H. Franklin and L. Montagu (Williams & Norgate, 2/6), or, *Lectiones* (Spottiswoode, 1d. each, 1929). Hymns: *Songs of Praise* (Oxford Press, 2/6 or 6d.). *Prayers and Hymns for use in Schools* (Oxford Press, 1/6).

#### Writing.

*A New Handwriting* (is not script), by M. M. Bridges (P.N.E.U. Office, 5d. a card), teacher to study instructions (6d.); work from card 6. Choose and transcribe passages from *The Tempest*, and other books set.

#### Dictation (*A New Handwriting* to be used).

Two or three pages or a passage (to be prepared first) from a newspaper, or, from the prose and poetry set for reading; words not known to be visualized (see *Home Education*, pp. 240-243); a paragraph to be then dictated.

#### Composition. (Oral or written narration each day, see leaflet H.)

Write, in verse or prose, on (a) some subject under History or Literature taken from the Programme, (b) the news of the week. Doggerel must not be written. See *A Senior English Grammar*, pp. 166-179, but metres of poems under "Literature" should be followed.

#### English Grammar. (See N.B. 3.)

Parse and analyse, each week, from a book of poetry and of prose, making progress each term (see *A New Junior English Grammar*).

First year: *A New Junior English Grammar*,\* by R. B. Morgan (Murray, 2/-), pp. 94-119, with additional exercises from Morgan's *Exercises in English Grammar*\* (Murray, 1/9). Second year: *A Senior English Grammar*,\* by R. B. Morgan and H. A. Treble (Murray, 3/6), pp. 41-66.

#### Literature (including holiday and evening reading).

*The History of English Literature for Boys and Girls*,\* by H. E. Marshall (Jack, 10/6), pp. 489-556. Shakespeare's *The Tempest* (Blackie, Plain-text, 6d.). Palgrave's *Golden Treasury*\* (Macmillan, 3/6): contemporary poets: Pope, Goldsmith, Burns, Cowper, etc.

Scott's *Guy Mannering* (Nelson, 1/6). Read poems of four poets from *Poems of To-day*, Vol. I. (Sidgwick & Jackson, 2/-). *A Literary and Historical Atlas of Europe*, by J. G. Bartholomew (Dent, 2/6), may be used,

#### English History.

Arnold-Forster's *A History of England*,\* (Cassell, 8/6), chapters 66-69, pp. 641-684 (1756-1793).

Marten and Carter's *Histories, From Then Till Now* (Blackwell, 12/6), (1756-1793), may be used instead.

Finish a chart of the 18th Century (see reprint from P.R., July, 1910, 3d.). Read the daily news and keep a calendar of events: take *The Home and Class Room section of The Times* (Times Office direct, 6/- a year).

#### General History.<sup>1</sup>

*A First History of France*,\* by L. Creighton (Longmans, 5/-), pp. 223-259 (1756-1795).

*Readings from Indian History*,\* by E. R. Sykes, Vol. I. (C.L.S.I., 2/-), pp. 54-85.

Keep a Book of Centuries\* (P.N.E.U. Office, 1/9, or, better, 2/6, see new illustrated leaflet by Miss Bernau, 6d.), putting in illustrations from all the history studied during the term (Bible, English, French, General). Visit British Museum or local museum: *Footprints of Early Man*, by D. A. Mackenzie (Blackie, 3/-), pp. 37-62.

#### Citizenship.

*Ourselves*,\* Book I. (Kegan Paul, 4/6), pp. 24-47. North's *Plutarch's Lives: Cato* (Blackie, 10d.), pp. 67-117. *Hellas, the Forerunner*,\* by H. W. Household (Dent, 3/6), chapters 13 and 14, inclusive. Smith's *Smaller Classical Dictionary* (Dent, 2/6). *Classical Atlas* (Dent, 2/6).

#### Geography.

"Amble" map questions to be answered from map before each lesson; then reading and narration; memory sketch maps.

*Amble Geography Book IV.*,\* (Kegan Paul, 4/-), pp. 58-102 (Belgium, Holland, Spain, Portugal). *From Pole to Pole*, by Sven Hedin (Macmillan, 10/-), pp. 46-82 (Persia). Geikie's *Physical Geography*,\* (Macmillan, 1/9), sections 40-102. Philip's *Modern School Atlas of Physical, Political and Commercial Geography*,\* (7/6).

Know something about foreign places coming into notice in the current newspapers (see under History). Ten minutes' exercise on map of the world every week. Teacher may find useful *Out-door Geography*, by H. Hatch (Blackie, 3/-).

<sup>1</sup> Overseas members see special leaflet.

**Natural History and Botany.<sup>1</sup>**

*Winners in Life's Race*,<sup>\*</sup> by A. Buckley (Macmillan, 6/-), pp. 279-314. *The Study of Plant Life*,<sup>\*</sup> by M. C. Stopes (Blackie, 6/-), pp. 35-63. *The Fairyland of Science*,<sup>\*</sup> by A. Buckley (Macmillan, 6/-), pp. 214-239. Keep a Nature Note-Book (P.N.E.U. Office, plain 2/3, interleaved 1/9, see *Home Education*, pages 54-55), with flower, bird and insect lists, and make daily notes. For out-door work, some special study suitable to season and climate, e.g., *Nature Tracking* (S.N.S.U. leaflet, Nos. 15-17, 2½d. each); the following may be used, *A Nature Study Guide*, by W. S. Furneaux (Longmans, 6/6). *The Changing Year*, by F. M. Haines (Wadsworth, 8/-).

**General Science.**

Fournier's *Wonders of Physical Science*,<sup>\*</sup> (Macmillan, 2/6), chapters 14-17, inclusive. *The Health Reader*,<sup>\*</sup> by W. Hoskyns-Abrahall (Cassell, 3/-, 1927 edition), pp. 97-116, 222-257, may be taken instead, by children not continuing the work in Form IV.

**Picture Talk.**

Study, describe (and draw from memory details of) six reproductions<sup>\*</sup> of pictures by Burne Jones (P.N.E.U. Office, 2/- the set); see the special notes for teachers in the *Parents' Review*, January, 1929, also *Home Education*, pp. 307-311, and *School Education*, p. 239.

**French.<sup>1</sup> (See N.B. 3.)**

*Nouveaux Pas en Français*,<sup>\*</sup> by M. Chapuzet and W. Daniels (Harrap, 2/6), pp. 115-153, with grammar and exercises, or (more advanced) *L'Enseignement Littéraire du Français*,<sup>\*</sup> by J. Molmy, Part I. (Hachette, 2/6), Lessons 7-12. Read from and narrate *Les Malheurs de Sophie*,<sup>\*</sup> by Mine. de Ségur (Hachette, 1/9, Bib. Rose), chapters 8-12, inclusive; or, *Pucinat*, by A. Rébald (Harrap, 2/-), pp. 1-45; parse two pages.

Read several poems and learn one from *Recueil de Poèmes*,<sup>\*</sup> by J. Molmy, Vol. II. (Blackie, 6d.).

**Latin. (See N.B. 3.)**

*A Latin Book for Beginners. A Preparation for the Reading of Latin Literature*,<sup>\*</sup> Part II., by M. C. Gardner, M.A. (Oxford Press, 1/9), §§ 14-20. Beginners, use *A Latin Book for Beginners*, Part I. (1/6).

<sup>1</sup> Overseas members use special leaflet.

**German.<sup>1</sup> (See N.B. 3.)**

*Primary German Course*,<sup>\*</sup> by O. Siepmann (Macmillan, 4/-), Lessons 10-12, inclusive. Teacher study preface, using the lessons (with narration), exercises, grammar, stories, poems, etc., as suggested.

or, preferably, **Italian.<sup>1</sup> (See N.B. 3.)**

*Practical Italian Grammar*,<sup>\*</sup> by J. L. Russo (Harrap, 4/6), pp. 38-61.

**Arithmetic.** (See N.B. 3.)

Pendlebury's *New Shilling Arithmetic*,<sup>\*</sup> (Bell, 2/3), pp. 11-31, or continue. Quick mental exercises. Revise back work; examples may be taken from Ballard's *Fundamental Arithmetic*, teachers' Books IV. and V., 2/3 each, pupils', 1/1 each (University of London Press).

Important: to be read in leisure time, *Number Stories of Long Ago*, by D. E. Smith (Ginn, 2/9). For teachers: *Teaching the Essentials of Arithmetic*, by P. B. Ballard (University of London Press, 6/-), and see paper in January *P.R.*

**Geometry.** (See N.B. 3.)

*A Shorter School Geometry*,<sup>\*</sup> by H. S. Hall and F. S. Stevens (Macmillan, 4/6), pp. 60-62, 64-68.

*The School Set of Mathematical Instruments* (P.N.E.U. Office, 2/-).

**Algebra.** (See N.B. 3.)

*Common-sense Algebra for Juniors*, Part I., by F. Potter and J. Rogers (Pitman, 2/-), pp. 36-53.

**Drawing.**

Teacher should consult: *Drawing for Children and others*, by Vernon Blake (Oxford Press, 6/-): studies in perspective, ch. iv., etc.

Illustrate two mottoes, proverbs, fables. Simple memory drawings. Paint-box with specially chosen paints and brushes (P.N.E.U. Office, 2/6). Join the P.U.S. Portfolio (Miss Allen, c/o P.N.E.U. Office).

**Music.**

Choose and learn a suitable composition by Handel. Teacher may use *An Introduction to Music*, by H. E. Pigott (Dent, 3/6).

**Musical Appreciation.**

Handel, see *The Term's Music*, by C. H. Glover (Kegan Paul, 4/6), and see January *Parents' Review*, "Our Work." *The Listener's Guide to Music*, by P. Scholes

<sup>1</sup> Schools may substitute the national language.

(Oxford Press, 4/-). Beginners use *An Introduction to Music*, by H. E. Piggott (Dent, 3/6). *Musical Ground-work*, by F. H. Shera (Oxford Press, 3/6). For reference : *The Complete Book of the Great Musicians*, by P. Scholes (Oxford Press, 12/6, or in parts 4/6 each part).

### Recitations.

Learn two suitable passages of about 20 verses each from chapters in Bible Lessons; Psalms 48, 145, 146; choose a hymn. A scene from *The Tempest*, or, two poems from *The Golden Treasury*, or from *A Book of Verse*, chosen by H. Newbold (Bell, 2/-).

### **Reading (including holiday and evening reading)**

Books set under Literature, History, Geography, should afford exercise in careful reading and in composition. Poetry should be read daily. Dickens' *A Tale of Two Cities* (Nelson, 1/6). Bulfinch's *Age of Fable*\* (Dent, 2/-), pp. 127-148. Scott's *Lady of the Lake* (1/-), or from Scott's *Poetical Works* (3/6). (both Oxford Press).

## Singing.

*The Oxford Song Book*, Vol. II. (Oxford Press, 7/6), words only (2/-). Three French songs, *The Folk Songs of France*, Book I. (Novello, 2/-). *On Music Teaching*, by W. H. Leslie (P.N.E.U. Office, 6d.). *Ten Minutes' Lessons in Sight-Singing*. (Curwen, 3/-). *Fifty Steps in Sight-Singing*, by Arthur Somervell, steps 39-40 (Curwen & Son, 2/6); 50 Exercises for Pupils, 9d. a set.

#### Drill, etc. (Choose new work.)

*Board of Education Syllabus of Physical Training for Schools*, 1919 (Eyre & Spottiswoode, 1/6) : take six consecutive tables. *An Introduction to the English Country Dance*, Description and Tunes of 12 Dances, by Cecil Sharp (Novello, 4/6), or, separate dances, music with instructions (direct from Messrs. Novello, 9d.). *Scandinavian Dances*, Series II. (Ling Association, 11d.). Ex-students, House of Education Drills. For Drill Music, *Music for use in Mrs. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be used. Net ball, hockey.

## Work.

Teacher should consult : *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-). Do some definite house or garden work. *Gardening for Children*, by J. Gwynn (Harrap, 2/6). Make a garment : *Weldon's Ideas for Teachers* (Needlework, etc.), (8d.). *Cardboard Modelling*, by C. W. D. Boxall (Charles, 2/6) : make six models, (Ex-students take House of Education

models), (Materials from Philip & Tacey Ltd., 69 High St., Fulham, London, S.W. 6). Make toys from *The Making of Soft Toys*, by E. Edlmann (Dryad, 2/6), or, weave belts and braids from *Tablet Weaving*, by M. Peach (Dryad, 1/6). Boys: make models from *Light Wood-work for the Classroom*, by W. J. Warren (Charles, 1/6), or, *101 Things for a Boy to make*, by A. C. Horth (Batsford, 5/-). Boys and girls, darn and mend garments from the wash each week: *First Lessons in Darning and Mending* (P.N.E.U. Office, 2d.), may be used. Take Scouting and Guiding Tests. Help the "Save the Children Fund," 26 Gordon Street, London, W.C.1.

N.B. 1.—The work in Form III. lasts two years (average ages 12 and 13). Where the same book is used in Form III. and in Form IV. more advanced work should be expected from pupils in Form IV.

N.B. 2.—For principles and methods of teaching the various subjects see *Home Education*, 5/6, *School Education*, 5/-, *Parents and Children*, 5/- (P.N.E.U. Office). Keep a record of work (see leaflet H.)

N.B. 3.—In grammar (English and foreign) and in mathematics there must be no gaps (see leaflet G). Pupils must go on from where they left off, but they will be handicapped in the future unless they can do the work set for the Form.

N.B. 4.—Each pupil should have a copy of the books, etc., marked \* and a set of the Pictures and materials. *One* copy of the other books is sufficient. The books from "Drawing" onwards are advisable but optional. The work of the Programmes cannot be fully carried out unless each child keeps a Nature Note Book and a Century Book.

N.B. 5.—Members are particularly asked to follow the notes under *Our Work* and in *Notes and Queries* in the *Parents' Review*.

N.B. 6.—Members are asked to remember that an average pupil should cover the whole programme suitable for his age; also that provision is made for holiday and evening reading, occupations and hobbies.

N.B. 7.—The current Programmes are for Members of the School only and must not be lent. Specimen copies of old Programmes can be obtained by members from the Director, Parents' Union School, Ambleside.

N.B. 8.—All books, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1, as well as exercise books bearing the school motto, 5d. and 3d. each, and Cambridge paper for Examination, 1/- for 4 quires (*not less*) single, double lines (two rulings) and squares; special clipped book post envelopes 3 for 4d. Drawing paper, 20 sheets for 6d. Drawing Books, painting paper (9d.). The School Badge (silver, 4/-, metal, 9d.). Book Plates, gummed and ungummed (25 for 6d.) School Hat Band (2/6), and Ribbon (2 inches wide 2/2 a yard,  $\frac{1}{2}$  inch wide 1/3). Boys' Belts, 2/-. Ties (1/3 cotton, 3/- and 2/6 silk). P.U.S. Monogram Badges (8½d.) for boys' and girls' caps. Badges stencilled in washing colours on pale blue linen may also be obtained (4½d. unmounted, 6d. mounted). P.U.S. Blazers, 21/6 each. P.U.S. Prayer and Hymn (fd.).

N.B. 9.—All letters about the School and Programmes, except book orders, should be sent to The Director, Parents' Union School, Ambleside, Westmorland. Members are asked to send the School Fee direct to Ambleside. The P.N.E.U. subscription should be sent to the London Office, also money for books with the enclosed Order Form; orders should be sent as early as possible.

## Parents' National Educational Union.

### The Parents' Union School.

(Address: THE DIRECTOR, PARENTS' UNION SCHOOL, AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

#### FORM III.

PUPIL'S NAMES.....

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##### Bible Lessons.

- I. 1. Describe briefly the journey of the Israelites from the Red Sea to Sinai, and in detail the visit of Jethro to Moses.  
2. What events were connected with the giving of the Law ?  
Describe fully the vision of God at Sinai.
- II. 1. "So mightily grew the word of God and prevailed."  
Describe the two years of work of St. Paul at Ephesus which led to this result.  
2. Write briefly the chief points of the defence St. Paul made as he "stood upon the stairs" in Jerusalem.  
3. "Lord, teach us to pray." What was our Lord's answer, and say what you understand by each clause ?

Writing. (Writing will also be considered in each answer).

Write ten lines of poetry from memory.

Dictation (unprepared). (Spelling will also be considered separately in each answer).

*Guy Mannerling*, chapter XXII., "Let the reader . . . usual garb."

##### Composition.

1. Write, in prose or verse, upon one of the following,—  
(a), "The ice sprites at work," (b), "Ariel works the will of Prospero," (c), "The Golden Fleece."
2. Write a scene for acting from (a), *A Tale of Two Cities*, or, (b), *Guy Mannerling*, or, (c), *The Lady of the Lake*.

#### English Grammar.

1. Analyse, parsing the words in italics,—  
*"The winter day broke blue and bright,  
With glancing sun and glancing spray,  
As o'er the swell our boat made way,  
As gallant as a gull in flight."*

(Second Year.)

2. What inflections are in use in the personal pronouns?  
Give examples and write notes on two of them.
3. Give examples, in sentences, of adverbs formed from adjectives. What rules should be remembered in spelling such adverbs?

or, (First Year.)

2. Make four sentences showing a verb in the four different moods.
3. Give examples, in sentences, of each of the three degrees of comparison of (a), adjectives, (b), adverbs.

#### Literature.

1. Write a short account of Pope. What do you know of *The Rape of the Lock*?
2. Write down the names of six characters in (a), *The Tempest*, (b), *Guy Mannering*. Give a scene from either (a), or, (b), in which one of these characters appears.
3. What poems have you read by Burns, Goldsmith, Cowper? Narrate two of them (not those learned by heart), quoting lines where you can.

#### English History.

1. Write an account of Clive and the rise of British power in India. Dates.
2. What do you know of two of the following,—(a), "The United Empire Loyalists"; (b), Grattan's Parliament and the Act of Union; (c), "The Old and the New Farming"; (d), The coal and iron industries in England?
3. Write an account of Washington and the Declaration of Independence. Dates.

#### General History.

1. Write a short account of "The Terror." Dates.
2. What do you know of Asoka, the Buddhist, and his writings on pillars and rocks?
3. What drawings in connection (a), with Neanderthal man, or, (b), the 18th Century, have you made in your Century Book? Write notes on each.

#### Citizenship.

1. Show that the sense of touch is a useful servant but a bad master. How may we get a "hearing ear"? Mention some sounds that you have enjoyed this term.
2. "He reformed the discipline of the Commonwealth of Rome by his wise precepts, good manners and holy institutions." Write a short account of Cato illustrating this inscription.
3. Who was Thucydides? Describe two of the events which added to the growth of the Athenian Empire.

#### Geography.

1. Draw a rough sketch map of Holland, putting in the boundaries, physical features and chief towns. Describe (a), "Rotterdam, the Hague and Leyden"; (b), Dutch canals, or, two pictures of Dutch scenery you have seen.
2. Where would you find the following on the map,— Samarcand, The Pamir, Mustagh-ata? Say what you know about each of them.
3. How does vapour pass into and out of the air? Describe the process which results in (a), dew, (b), mist and fog, (c), clouds.

#### Natural History and Botany.

1. What are the chief characteristics of (a), the wolf, (b), the tiger? Mention other animals belonging to the same families as the wolf or the tiger, and say where they may be found.
2. Describe, with drawings, the growth of a seedling. What other signs of movement in plants have you seen, or read of?
3. Write notes on (a), the "tracks" of animals that you have seen this term, or, (b), the forms of ice you have seen during the great frosts this spring.

#### General Science.

1. What was the discovery of Hertz? How did Marconi make use of it? Write a short account of "telegraphy without wires."
  2. What do you know about the Röntgen Rays and their discoverer?
- or,
1. Explain, with a diagram, (a), the structure of the eye, (b), where images are formed.
  2. What points should be borne in mind in building a house as regards (a), foundations, (b), walls, (c), aspect, (d), air space?

#### Picture Study.

Describe *The Dream of Sir Launcelot*, by Burne Jones.

**French.**

1. Write a short narration in French, of an incident from  
(a), *Les Malheurs de Sophie, or, (b), Pucinar.*
2. Describe "La France a vol d'Oiseau." (Chapuzet.)
3. Rewrite in the Perfect Indicative page 120, paragraph 2.
- or, 2. Translate into French,—page 22, "The swallow . . .  
thunderstorms." (*L'Enseignement Littéraire du  
Français.*)
3. Conjugate the Present Indicative of the verbs,—*se rap-  
peler, appeler, appuyer, essuyer.*

**Latin.**

1. Write the Comparative and Superlative of,—*niger,  
bonus, facilis, brevis, antiquus.*
2. Translate (1) He ordered the boy to make wings (in two  
ways, (i.) with *impero*, (ii.) with *iubeo*); (2) They  
took care lest the wolf should see them.
3. (a), Translate § 18, lines 21-27. (b), Pick out in (a),  
three verbs in the Subjunctive Mood; parse them  
and say why they are in this Mood.

**German.**

1. Write six sentences in German describing the pictures  
on page 46 (Siepmann).
2. Make sentences, using the Dative Case of *ich, uns, du,  
es, er.*
3. Translate into German page 176, No. V.,

*or,* **Italian.**

1. Answer, in Italian sentences, the first eight questions,  
§ E, page 48.
2. Translate Exercise C, page 53, sentences 1-6.

**Arithmetic**

1. Multiply £29 : 8 : 7 $\frac{3}{4}$  by 235.
2. How often is 6 bushels 3 pecks contained in 24 quarters  
3 bushels 3 pecks?
3. Add together 8 Kg 5 Hg 2 g; 3 Hg 2 Dg 8 g; 7 Kg  
4 Dg 3 g 3 dg, and divide the result by 9.

**Geometry.**

1. Prove that if two triangles have two sides of one equal  
to two sides of the other, each to each, and the  
angles included by those sides equal, then the  
triangles are congruent.
2. Prove that if two angles of a triangle are equal, the  
sides which are opposite to those angles are equal.
3. A triangle ABC, in which AB=AC, is such that, when  
angle ABC is bisected by BD which meets AC in D,  
AD=BD. Find the size of angle A and angle C.

**Algebra.**

1. Simplify:  $2(3x - 7) + 3(4x + 2) = 10.$
2. Divide 72 into two parts such that 5 times the one is  
equal to 4 times the other.
3. The 4 angles of any quadrilateral, when added together  
 $= 360^\circ.$  In the quadrilateral ABCD, angle A= $60^\circ$ ,  
angle B= $x^\circ$ , angle C= $2x^\circ$ , angle D= $3x^\circ.$  What  
is the size of each?

**Painting.** (All work should be done with brush and in colour.)

1. Illustrate a scene from *The Lady of the Lake*, and give  
it a title.
2. Any study in perspective, for example, a river with a  
bridge over it and a tree.

**Musical Appreciation.**

What compositions by Handel have you heard?  
Describe one of them.

**Recitations.\***

Father to choose two Bible passages and a poem, *or*, a  
scene from *The Tempest*.

**Reading.\***

Father to choose a poem and a leading article from a news-  
paper.

**Music.\***

Examine in work done.

**Singing.\***

Father to choose an English, a French, and a German song,  
and three exercises.

**Drill.\***

Report progress.

**Work.\***

Outside friend to examine. List of handicrafts completed  
to appear in *Parents' Report.*

N.B. 1.—Examination to begin on Monday, March 18th.  
Papers to be posted on Saturday, 23rd, *with no other enclosure.*  
Schools may send in papers up to March 30th.

N.B. 2.—Subjects thus indicated (\*) to be marked on the  
*Parents' or Teacher's Report* according to Regulations, and  
marks to be added up. For scale of values see head of Report  
Form.

N.B. 3.—Please note carefully the Regulations as to the  
number of papers to be sent in by Schools.

N.B. 4.—Members are asked to state on the Parents' or Teachers' Report Form (*a*), how the pupil has worked during the term; (*b*), if there has been any handicap on account of illness during the term; (*c*), the reason for the omission of subjects in the examination.